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ABSTRACT

This special report describes some of the sources of contemporary student unrest in the nation's high schools, and provides several suggestions for school officials attempting to formulate a policy for dealing with student protest. The discussion of causes of unrest covers such topics as racial conflict, dress and grooming regulations, rule administration, smoking regulations, and communication problems. The report suggests that student activism can be constructively channeled by providing for increased student involvement in educational policy making, and describes contemporary efforts to increase student participation that are being implemented in schools throughout the nation. The report contains a review of recent court decisions affecting student rights and excerpts from seven policy statements to illustrate the variety of important elements that should be considered by school officials prior to the development of policies for dealing with student unrest. (JH)

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High School Student Unrest

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EDUCATION U.S.A. SPECIAL REPORT

How To Anticipate Protest, Channel Activism, and Protect Student Rights

EA 002 780

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Occasionally, the editors decide that some aspects of education are important enough to be covered in detail through special reports. This is the thirteenth report of this type.

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EDUCATION U.S.A.
SPECIAL REPORT

High School Student Unrest

WHAT'S BUGGING THE STUDENTS

Bubbling like supercharged soda, student unrest exploded in 1968 and sprayed the high school landscape with boycotts, demonstrations, sit-ins, picketing, vandalism, and violence.

In the wake of the turbulence came the head counts, studies, polls, and surveys. By January 1969, the National Association of Secondary School Principals (NASSP) noted that 59 percent of the high schools and 56 percent of the junior high schools had experienced some form of protest. A month later, Alan F. Westin, director of the Center for Research and Education in American Liberties at Columbia University, reported that 348 high schools in 38 states had undergone some form of disruption between November 1968 and February 1969, and that an additional 239 schools had suffered "serious" episodes. By May 25, 1969, Westin estimated the total number of protests at around 2,000. The grimmest note from all sides was that student unrest was a general and long-range phenomenon, and that it was bound to grow. What was it all about? Why were conditions in the high schools turning the students on--or off?

Race: A Major Issue

A major source of protest stemmed from racial issues and the black student's commitment to the renaissance of his people.

In January 1969, NASSP had reported that 10 percent of the principals responding to its survey had undergone race-related protests. But a few months later, according to Westin, racial disorders were leading the list. His findings agreed with those of an April 1969 Education U.S.A. survey which found that of those schools and systems citing some form of protest, 20 percent said theirs had exhibited racial overtones. And a New York Times poll of May 9, 1969, declared that in the big cities racial conflict in the schools was the major cause of unrest.

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This type of trouble was frequently triggered by a scuffle or fight between white and black students which then exploded into a free-for-all. This heightened tensions that had been simmering under the surface mushroomed into boycotts, strikes, sit-ins, marches, walkouts, and often, more violence.

The black students' demands, sometimes backed up by individual parents or community organizations, focused on changes in curriculum, in faculty and administrative personnel, and in disciplinary policies. The black studies courses almost universally sought were Afro-American history, African languages, such as Swahili, and black cultural studies.

A demand for more black teachers, guidance counselors, and administrators was heard in almost every case--and sometimes students called for the resignation or dismissal of a particular teacher or administrator.

A special study by the Urban Research Corporation showed that some students were clearly seeking recognition of black identity, pride, and culture. In Washington, D.C., a group of black students won school board approval to organize an accredited "Freedom School" for black studies. Some 150,000 pupils boycotted the Chicago schools on January 15, 1968, the birthday of Martin Luther King, Jr. In New Jersey, as a result of student demands, the state declared King's birthday an official school holiday.

But many other black demands, the Urban Research Corporation notes, stemmed from a desire for greater participation in the life of an interracial school. Protests in the Proviso Township (Ill.) schools focused on the fact that no black finalists had appeared on the homecoming queen selection list; dozens of other incidents stemmed from the all-white makeup of the school's cheerleading squad. Students in a Jonesboro (Ark.), school walked out in resentment over the playing of "Dixie," calling it a racist song.

Plainfield (N.J.) and New York City students have sought the removal or lowering of grade requirements for student council candidates so that more black students can participate. The two-week boycott of the White Plains (N.Y.) high school, investigators said, was caused by "these children of the outside demanding that the school community be shared with them."

Mini-Skirts and Maxi-Locks

Another major cause of high school student protest in 1968-69 was that hardy perennial--dress and grooming regulations. One-third of all schools reporting to NASSP noted that unrest had erupted over dress requirements; one-fourth had experienced hassles over hair styles. The mini-skirted girl and the long-haired boy were usually at the center of these episodes.

While dress and hair accounted for more protests than any other single topic in the NASSP survey, the principals enumerated many other regulations opposed by students. In fact, school rules came under fire in 82 percent of the schools reporting protests.

School smoking rules and the cafeteria were favorite targets. Many schools reported cafeteria boycotts. Other issues brought up nearly as often included assembly programs or choice of club speakers, censorship and regulation of school papers, underground newspapers or pamphlets, scheduling of sporting events, and social events at the school.

Other topics mentioned to NASSP were the need for new student organizations; the condition of the schools physical plant (too old, too crowded); inactivity of the student council; ROTC; rising costs; lack of student voice in rule making, motor vehicles, open vs. closed campus; loss of senior privileges; and cheerleader elections.

Dissatisfaction with the school program and personnel--"teachers who like neither their jobs nor their students; worthless school counseling programs; lack of relevant curriculum"; as well as class grouping, scheduling, homework, grades, and exams--is widespread, according to all respondents.

NASSP found that 45 percent of the principals responding experienced protests in the area of curriculum, with complaints coming from both junior and senior high schools, large and small, in all parts of the country. The disenchantment is overwhelming in one category--the urban senior high school with more than 2,000 students. More than 80 percent of these schools have had protests regarding the instructional program, says NASSP.

A Louis Harris poll published in Life on May 16, 1969, underscored this seething discontent among students over school rules and programs. What should be done about it? Two out of every three teen-agers polled said that they should have a bigger voice in determining school policies and curriculum.

Home-Grown or Imported?

Faced with this unsettling set of ABC's (anger, back talk, and confrontation) from their own students, some school administrators have been tempted to look, not at themselves or their own school policies, but under the bed and over the wall for the villains who "must" be behind it all.

Administrators replying to the Education U.S.A. survey said such things as: "We're near a college and the unrest there is lapping onto our campus." "Black Panthers started it." "SDS is active here." "We have gotten along very well and would have gotten along better in the absence of outside-agitators and stupid publicity given to a bunch of punks by the television, newspaper, and radio media." "We have a better than average class of students, and if HEW would leave us alone, things would be even better." "Protest groups are made up of migrants, newly rich, smart alecks, and other know-it-alls. We have none of these in our county."

Despite the widespread wish to pin the blame on some conspiratorial plot hatched off-campus, the facts don't usually bear out this theory. For example, only 5 percent of the principals in the NASSP survey reported SDS involvement in their schools. The Lemberg Center for the Study of Violence investigated the school disorders of 1968 and could find no evidence of outside plotters. Other knowledgeable observers agree. The unrest, it seems, is largely home-grown in the schools themselves--and it is there that the answers must be found.

CLOSED SYSTEM/BITTER HARVEST

If student protest is home-grown, in what kind of atmosphere does it flourish? Superintendent Norman S. Green of Proviso Township (Ill.) High School, was one of the first to feel the impact of student protest and racial unrest. Disorders broke out in the Proviso schools in September 1967 over the homecoming queen issue and continued sporadically throughout the following year. Says Superintendent Green:

"Where there exists a closed system--where rigid control and repression are emphasized...where 'law and order' are paramount...where the administration and the teachers 'know what is good for the student'...where students' concerns come AFTER the course content...where the curriculum is revised and the dress and behavior code has been laid down by the administration...where the student is only a number or a faceless unit in the class--there we will find the psychosocioeducational mix for student unrest, for disorder, violence, and riots.

"And the superintendent (or principal) of this system who sees himself as the paternal and benevolent head of 'one big happy family' is destined for the most exciting, challenging--perhaps devastating--experience of his career. When the confrontation comes--and it will in the 'closed system' described above--the administrator would do well to review the following insights on coping with the tensions and disruptions of militant youth:

- "Feelings of distrust, animosity, rage, and frustration will almost always be directed toward what the dissident group perceives as a focus or seat of authority (power). This will probably be the superintendent and/or principal.

- "These feelings will not be clearly articulated but will likely be expressed in radical, irrational accusations--frequently in the form of general or gross indictments based on a single or, at best, a few specific examples. For instance: 'The teachers are prejudiced--we want that stopped--Now!'

- "Because of a natural tendency for most youth to suspect the adult, the unconcerned or noninvolved student can be quickly enlisted in the dissident group by either an effective emotional appeal by his peers or an overreactive, repressive response from the authorities.

- "Repressive force--excessive to the need--will result in more intense dissidence. Overreaction is self-defeating because it strengthens the position of the radical leadership--among the uncommitted as well as the committed.

- "Although violent disorder must be met with adequate controlling force, a climate receptive to negotiation and discussion must be assured the responsible, rational spokesmen among the dissidents. Channels for communication must always be kept open, by direct or indirect means.

- "In most instances, the administration will have to give up some things. This sharing power or conceding changes need not mean appeasement or concession. Student grievances are not always unreasonable, invalid or wrong. Indeed, it matters less whether the grievance is valid than that the grievance is genuinely felt by the students. If problems didn't exist in the minds of students, there would be no dissidence to begin with. Real or imagined, these problems must be dealt with.

- "Trust--the most vital element of all--may have to be achieved through risk-taking. This may involve sharing power, permitting students to make a poor decision, admitting you're wrong, abandoning traditional rules and regulations, placing reasonable student concerns above all else!
- "Students do not want to take over schools--they want to be heard, and heeded.
- "In negotiating on grievances, students want results, not promises. Deferral and postponement only heighten suspicion and ill will. Even a negative decision, given with reasons promptly and concisely, will minimize any credibility gap. It might prevent, and will defuse much of the dissidents' ammunition."

Green also points out some specific ways in which staff members contribute toward student unrest:

- Tendency to talk more than listen
- Tendency to impose unconsciously the usually prevailing white, Anglo-Saxon, Protestant (WASP) value system on youngsters who neither understand it nor accept it
- Tendency to overemphasize rules and regulations and other rigid school controls
- Tendency to see pupils not as individuals but as a group
- Tendency to "turn off" students who display deviant behavior in terms of class performance, grooming, and dress
- Tendency to "lock" students into a category of ability or aptitude (self-fulfilling prophecy)
- Tendency to convey through a look, tone of voice, or gesture "silent contempt" for some deviant characteristic of the student.

OUNCE OF PREVENTION OR POUND OF CURE

Some canny school administrators are convinced that it pays to map in advance tactics for dealing with student unrest and possible disruptions. Few could dispute the premise that the way to handle student protest is to anticipate it, to initiate changes before students demand them. As Margaret Mead commented, "the administrator should collect a list of things students are asking for around the country, do most of them, and save a few for concessions."

This ounce-of-prevention stance usually stems from a feeling that, basically, student activism is a healthy development which can add real vitality to the educational program if wisely channeled. As School Management has noted, those administrators who recognized the many opportunities for school improvement inherent in the lively student movement tended to emerge unscathed from the 1968-69 troubles.

But sometimes the pound of cure becomes necessary. Superintendent Urban Leavitt of Roslyn, N.Y., in a memorandum to his school board outlining proposed written procedures to deal with student demonstrations, noted: "Hopefully, conditions in our school district will not evoke demonstrations. In the event they should occur, however, it seems prudent to react according to plan rather than a hastily contrived response of the moment."

Are principals ready on both the preventive and the security fronts for growing student activism? The April 1969 Education U.S.A. survey indicates that many will be caught short if and when the boom is lowered.

Among other aims, the survey was designed to discover how many school systems and/or individual schools have prepared, or are preparing, written policy guidelines spelling out procedures for dealing with disruptive student "demonstrations" or other forms of student protest. Almost 800 replies were received--from every state and from several foreign countries.

Some 62 percent of those canvassed did not have written policies. Nor did they have any intention at the time of the survey of formulating such guidelines; this was true in dozens of cases where the system or school had already experienced some form of student protest.

These findings squared with an earlier survey of school administrators by Nation's Schools (September 1968) in which 45 percent said that they expected college student unrest to filter down to the high schools, but 70 percent reported that they had not taken any action for coping with unrest if it did develop.

Administrators whose schools did not have written guidelines gave Education U.S.A. such reasons as rural location, small size of school or district, "conservative populace," parental "control" over children, absence of racial minority groups, strong school administration that would "not countenance any form of revolt," no "troublemakers" in the community, a belief that student protest is just a "fad." Said one: "Ours is a Midwest farming community where the population wonders what is wrong with students who demonstrate."

Others seemed to have their fingers crossed. They said such things as: "It hasn't reached us--yet." "So far, peace has prevailed." "We have been able to keep ahead of them; I don't know how long it will last." "Things always happen late in our area." "Most of our kids can't be bothered with this sort of action, but how long it will remain this way is anybody's guess."

"This is a conservative rural school area and we just have not caught up with the rat race." "Our students are still beyond the heat zone of the pseudosophisticates." "We're just beginning to think about guidelines. Ours are unsophisticated students who have not yet developed leadership to start a student protest. This will happen to us before long if we can't develop a plan of action to make student protest unnecessary."

A few gave reasons why they deliberately chose not to have written policies. One New York suburban school administrator said: "Specific administrative tactics should vary according to the situation." Another New Yorker noted:

"We play it by ear with special directives or announcements depending on the problem." An Ohio administrator commented: "I shy away from setting up these guidelines which, in a way, invite students to try to go as far as the guidelines permit."

Along the same line, an Illinois administrator noted that the school code of the state and the general procedures of the school were sufficient to provide guidelines for any student problem.

The Education U.S.A. survey asked those whose schools had not experienced any protest to speculate on what factors had been helpful in maintaining peace. Many replied simply, "Luck!" and one said frankly, "I wish we knew."

At the start of the 1969-70 school year, it appears that school administrators hold at least four different points of view on student activism: (a) a small percentage have anticipated possible outbreaks and are in the process of working toward giving students greater participation in school management; (b) a sizable percentage are reflecting heightened sensitivity to student concerns and are searching for, or considering, approaches that might work in their own school situations; (c) a substantial percentage are watching and waiting; and (d) a small minority regard any concessions to student protest as "over my dead body."

IS ANYBODY LISTENING?

"The factor that kept our protest peaceful for three days," wrote a New York principal, "was the goodwill built up before the crisis. Earn their trust when you don't have to be kind, and it will be there when you need it--if you keep your cool."

How does one build this goodwill? First, it is essential to untangle the slogans and demands from the heart of the grievance. Usually when the administrator gets tuned in on the students' wave length, he finds that the essential grievances boil down to about four major categories. Students seem to be saying: (a) Listen to us--for all you know, we might have something. (b) Treat us like adults and maybe we'll act that way. (c) Cut us in on the action--it's our school as well as yours. (d) Teach us what we need to know now, so that we can use it in our lives.

There is a communications gap, with students very often feeling that they are a captive audience, consumers without choice. Over and over again, they complain: "Nobody listens to us. The teachers leave at 3:10; you can't even get in to see the principal; and the guidance counselor spends all his time trying to get kids into college."

Enlightened efforts are under way in many schools to close this gap by giving students more outlets for talk, more access to the powers-that-be, and by creating "cathartic" listening posts. Teachers are learning better techniques in intergroup relations; principals are trying to improve both their communications and their visibility. Montclair, N.J., Principal Kenneth L. Fish has warned: "The most vulnerable principal is the inscrutable one locked behind his office door, coping with the routine work of school maintenance."

How To Listen Creatively

Here are samples of "creative" listening as reported to Education U.S.A.:

Oregon: One high school uses the ombudsman approach which it calls "Care-a-Bit." Teachers selected by students and school administrators appear to answer questions from students once each week. If questions go unanswered, someone takes them to the principal for immediate replies. Sessions are covered in the school newspaper. The principal guarantees all students this right to be heard, but reserves to himself the right to a final decision.

California: One high school has an "open mike" which may be used by either students or faculty. It is located in a convenient spot where it won't interfere with other campus activities. Only limitations are that the speakers must not advocate violent overthrow of the government, use obscene language, or advocate unlawful acts.

Pennsylvania: All members of the administrative staff regularly tour the buildings talking informally with teachers and students.

New York: A 2,200-pupil school is broken up administratively into four schools; the students thus have some identity with an organization. There are weekly open meetings during the lunch period for students to meet with the building principal. Policies and programs are explained and reviewed; rumors are checked out; and the kids have a chance to speak.

Rhode Island: "Breakfast with Al" helps in one school. The principal eats breakfast two mornings each week with 10 or 12 students to discuss school policies.

Delaware: Sixty English classes in the school did nothing for three days but hold a dialogue between staff and students. The staff was prepared, but some felt unable to take on the assignment. Teachers started the discussions, then turned it over to student leadership. Student recorders turned in written reports, and the principal read and discussed each report with a representative of that English class.

Michigan: Students hold mock trials on school issues such as dress codes and student behavior and announce the results in the school newspaper.

Illinois: One school has a student ombudsman to whom students can take unorthodox ideas, especially those involving student participation in community problems.

New Jersey: Principals stay visible and friendly in areas where students congregate, such as the cafeteria. They circulate, asking students how they feel about extracurricular activities, discipline, food, etc. Principals also attend basketball games and other sports events to see what the problems are in crowd control and level of sportsmanship.

Michigan: The student council initiated a project in which teachers are "required" to eat lunch with a student wanting a gripe-type conference, providing the student buys the lunch.

New York: A "care" committee of teachers listens to complaints before they erupt into serious problems.

Frequently reported: "Student speak-outs"--open forum discussions of controversial issues are encouraged--and after-school discussion clubs for probing sensitive topics are burgeoning.

New Organizations Spur Listening

New types of school organizations designed to facilitate the listening process are springing up. One type frequently reported is the student-faculty council which meets regularly to advise the principal and provide a clearinghouse for problems and ideas. Another is the student advisory council which often includes dissenters and "troublemakers" so that the principal gets ideas from a true cross section of the student body.

A West Virginia principal, for example, has an advisory committee composed of five black students, five white students, and three faculty advisers who meet once each week to discuss matters of dress and grooming, student behavior, discipline, and other school regulations. As a result, says the principal, "we are always improving and updating our guidelines and rules."

A season of sensitive "listening" at Arvada (Colo.) West Senior High School resulted in changes "that I would not have believed, had I not been part of the events," said Principal William D. White. Students were dismissed one day in February so that all faculty members could get together with key district administrators and really speak their minds on the school's problems, tensions, and shortcomings. This exercise was so successful in clearing the air that the administrators developed a plan to involve students in a similar activity. A system of student-faculty forums was established for every 25 students in the school, with a student-chosen faculty member as forum leader and adviser. School time was provided for forums each two weeks thereafter, and their recommendations were carried to a faculty steering committee and the administration for immediate consideration.

Some of the things which have happened as a result include a change in school schedule, revision of lunch menus and procedures, revision of the student council, clarification of existing school policies, and development of a plan to bring parents into the discussion group circle with students and teachers. Projects under way for next year include establishment of a student center, creation of a guidance and counseling program incorporating the school-within-a-school concept, addition of a counselor to the staff, establishment of a summer counseling program, and a "continuation of the emphasis on faculty-student-administration involvement in decision making."

Bloomington (Ind.) schools have a Committee for the Study of School Concerns (CSSC). The senior high school component has 10 students, 4 parents, 4 teachers, 1 senior high school principal, and represents four high schools in the city; the junior high branch has 12 students, 6 parents, 6 teachers, 1 junior high school principal, and represents six junior high schools. The groups meet separately but function as one committee. For the first time, students have a direct voice, systemwide, regarding policies and regulations affecting them. The agency serves as a real safety valve on potentially hot issues, according to one observer. For example, when student temperatures rose after the banning of a school play described as blasphemous, the CSSC helped to cool things down when it sponsored an open forum for the whole community. Together with the PTA and the teacher/administrator Advisory Committee on Policy Development, the CSSC has had a voice in preparing guidelines on student unrest. News media representatives cover the CSSC meetings and see for themselves how administrators and students are working on problems. This in itself, says an observer, "has helped a lot in this college community."

School board members are doing more listening too. A student advisory board composed of representatives from 52 Los Angeles city high schools meets twice a year with the Board of Education. In Montgomery County, Md., where the school board regularly sets aside 30 minutes each month to hear from student council representatives, an administrator says: "No idea is rejected out of hand--and we are tackling some of the problems students have raised. We hope to maintain our low-key orderly provision for student dissent by accepting recommendations from any and all sources, and hope that all factions will continue to have patience and faith in our goodwill."

Oiling the Grievance Machinery

Sometimes students--and their parents--are not aware of the fact that machinery exists for airing complaints to school personnel. This is why an increasing number of administrators are developing written grievance procedures and seeing to it that students become acquainted with each step of the process.

Delaware (Ohio) City Schools have a brochure addressed to students called "Need Help with a School Problem?" It spells out exactly what an individual student or a student group should do in seeking solutions to problems of a personal, academic, extracurricular, regulatory, or disciplinary nature.

In many schools, the student council has the authority to accept and handle "responsible" individual and group student grievances. In the Hanover Township (N.J.) Public Schools, the system of appeal works as follows (a decision or agreement may be reached at any step in the plan):

- Informal discussion of grievance with teacher or other first party
- Informal discussion with principal
- Formal presentation to student council
- Deliberation of council with presentation to principal
- Principal faculty review of concern
- PTA/student council/administrative review of concern
- Decision
- Appeal to superintendent of schools
- Appeal to board of education.

In the Lenape Regional High School District, Medford, N.J., the student council has regularly scheduled "complaint days" and requires grievances to be in writing--as do most other schools and councils. Most schools make a point, as do the Pleasant Beach (N.J.) schools, of acting promptly on grievances--usually within one week at each level of communication involved.

Orange County, Calif., school administrators are concerned over the "silent majority" of students and their relationships to the "militants." They have sought plans to transfer the confrontations of "administrator vs. militant" to "total student body vs. militant." In this connection they recommend that principals in the district establish a Student Problem Hearing Board (SPHB). Its purpose is to hear complaints from individual students and authorized groups. If complaints are recognized as being authentic, the SPHB enters a petition to the administration on behalf of the complaintant(s). If the ensuing administrative action is not acceptable, SPHB can petition for a special hearing before the Board of Appeals, a body which represents parents, faculty, school administration, and students from all sectors. Other machinery is set up to hear the cases and to ensure action.

Listening Goes Formal

Another way to "listen," of course, is by way of the student opinion survey. After a year of upheaval, Proviso Township (Maywood-Hillside, Ill.) administrators were determined to learn from their troubles. A fact-finding committee of administrators, teachers, students, PTA, and board representatives developed a questionnaire for student and staff reaction and distributed it on "Inquiry Day." The results formed the basis for an amazingly comprehensive and long-range plan for bettering the human relations of the community and schools. It is known as "Project Improvement."

One of the first steps was holding a summer workshop on human relations for 40 students, staff members, and interested township residents who spent one weekend together at a nearby college. This step was followed up with 10 daily sessions at one of the high schools. Participants took sensitivity training, tabulated the Inquiry Day questionnaires, and started planning for the future. They then enlisted 100 additional interested students and adults to share in the Inquiry Day findings and to help identify (in writing) special school problems in communication, trust, curriculum, and decision making. This was followed by a two-day human relations laboratory conference at one of the high schools for 300 to 400 students, staff, parents, and residents, during which specific activities of the project were mapped.

As a result, some members of a student cadre are assessing the school climate by talking to kids in student hangouts; students have organized "buzz sessions" on school problems in homerooms, homes, and churches; a student-faculty forum has been organized to provide a nonstructured "listening post" for students after school hours; and paraprofessionals are used as liaisons between the school and the community residents.

THOU SHALT NOT...

Some administrators admit that they have painted themselves into the corner with dress codes and other rigid regulations which were designed to maintain order and which, in fact, have provoked just the opposite.

They agree with Gregory R. Anrig of the U.S. Office of Education that schools need alternatives for the "tight ship syndrome" where even the "need to go to the bathroom requires a public declaration in class and a brightly colored plaque en route."

"The language of the educator has become a set of minor commandments, beginning 'Thou shalt not smoke in the washroom,'" says Massachusetts Commissioner of Education Neil V. Sullivan. "We're off and racing in a nowhere direction."

Discipline in the average high school, says Lawrence M. Brammer, chairman of educational psychology, University of Washington, is "rigid and repressive ...a vicious circle of rules, flouting of rules, crackdowns, resentment, and more rule-breaking." The rebellious minority, he says, generates an "almost intolerable" plethora of additional rules and disciplinary procedures for the conforming, but increasingly hostile, minority. "It is surprising that there is so little resistance and outright rebellion following these rules that tend to humiliate students and lead them to doubt their personal worth."

On the Fashion Front

In particular, there have been serious second thoughts on dress and grooming regulations which raise the hackles of the young. One Massachusetts administrator acidly commented to Education U.S.A.: "Schools seem to think that the only way they can nurture students' individuality is to insist they all dress and groom alike (and by adult standards at that)!"

The new thinking seems to lean toward fewer mandates on the fashion front. A Montana schoolman said: "We don't stand at the door and measure hemlines. We do require students to be properly dressed according to the standards of the community. Cowboy boots are okay, bare feet are not."

Other administrators told Education U.S.A.: "We have no dress code, except a requirement that attire be reasonable" (N.Y.). "Our student dress code is modified each year to change with the times" (Del.). "In conjunction with the student council, we formulated a code which recognizes fashion, fad, and fancy, without sacrificing decency, safety, and general good taste. In consequence, we have had fewer problems, a more contented student body, and happier mothers whose impossible shopping for 'proper length' skirts and dresses could finally cease" (Mass.). "Responsibility placed on the home for student attire has kept down unrest" (Mich.). "We think it is the parents who should mandate how their child should dress, and not the public schools" (Mass.). "Students formulate the dress code, and they are often tougher than we are" (N.J.). "We are more concerned about the narrowness of the student's mind than the length of his hair or her skirts" (Mich.).

A written policy statement of the Montgomery County (Md.) Public Schools leaves responsibility for student dress and grooming to students and their parents "unless some standard of dress and grooming is a reasonable requirement of a course or activity, or necessary for reasons of health and safety."

In carrying out their educational responsibility, says the statement, "schools should develop advisory guidelines for dress and grooming through the cooperation of students, parents, and teachers. School personnel may counsel with those who affect extreme styles of dress and grooming. (But) unless a student's dress and grooming causes, or is likely to cause, a disruption of the educational process, he shall not be disciplined because of the way he dresses and grooms himself."

It is ironic to note that even those principals who are operating under a genuine student-made code on dress may still find themselves in hot water. In August 1969, New York State Acting Commissioner of Education Ewald B. Nyquist ruled in favor of a student suspended because he admittedly wore his hair longer than the student organization dress code allowed; and in behalf of two girls, also suspended, for wearing slacks to school in alleged violation of a student code of dress. In both cases, said Nyquist, the dress code was concerned with "questions of taste," and therefore its provisions could not be enforced by disciplinary action against students failing to abide by them.

Besides, where the two girls were concerned, he said, the student dress code had been drawn up 10 years ago, and "in the intervening decade fashions have changed considerably. The standards of taste of a previous generation of students are an insufficient basis for the imposition of restrictions upon the students of today."

A Burning Issue

Smoking regulations have become a burning issue in some schools--one in which the administrator is caught in the middle. If he sets up a campus location where students are permitted to smoke, he may inflame the ire of parents, local doctors, clergymen, and anti-smoking organizations. If he bans all smoking on the premises, students fume over the loss of their "rights," teachers resent "latrine patrol duty," and vandalism, fires, and clogged plumbing begin to plague the school.

Smoking restrictions are being lifted in some schools, usually as a result of student urging. This easing of the rules, however, is often accompanied by a stepped-up educational program designed to point out the dangers of smoking. The smoking lounge, some educators maintain, "at least gets smoking out in the open. You can't help kids or treat them if they're smoking in the washrooms or out behind the barn." Students in one Massachusetts school were upset over the rule calling for a 15-day suspension for students caught smoking on school premises. The principal urged them, instead of demonstrating, to present the school board with a writ of petition and to be prepared to defend it. Similarly, in Montgomery County, Md., students have argued the pros and cons of legalized smoking with the school board.

Youngsters in a Minnesota school who wanted to abandon "no smoking" rules were encouraged by the principal to collect data from other schools, parents, alumni, insurance companies, and legal authorities. Armed with the data, students could then direct their findings to the school board. A New Jersey school decided to allow smoking privileges during the lunch period. But it then requested the student council, which was seeking more responsibility in school management, to monitor the halls and bathrooms to see that their fellow students were not smoking in unauthorized areas.

What's New from the Underground?

Another sticky area of regulations involves so-called censorship of the school paper and the phenomenon of underground papers. In January 1969, Saturday Review estimated there were 500 such newspapers serviced by their own press syndicate.

Students maintain that they are being denied freedom of the press. The National Association of Secondary School Principals queried students from 100 representative schools, and 60 percent of them reported that the school paper was firmly under the thumb of the principal. Over half of the principals attempted to suppress underground papers, the students said.

Seventy percent of the students felt that neither the faculty nor the administration should veto the contents of the school paper. They also asserted that underground papers should be permitted.

A Wellesley (Mass.) principal agrees. He gave permission for an underground paper in his school, knowing full well it would be uncomplimentary to the administration. His only admonition to student editors was: "Keep it clean." Such a paper, he thinks, "lets kids blow off steam, and is not really 'underground.'"

Others try to provide alternative outlets for unorthodox student opinions in "problems clubs," open forum discussions after school, and student "speak-out" assemblies.

A California school has organized a "Publications Center" where students can display materials originating off-campus. The principal or student activities director, however, must okay the material to be displayed, and the rules state that such material cannot advocate violent overthrow of the government, cannot be pornographic, defamatory, or libelous, must not advocate unlawful acts, must be related to the school's educational program, and must have an identifiable source.

Advice from the ACLU

The administrator trying to formulate a policy on student publications should be familiar with points raised in this area by the American Civil Liberties Union in its pamphlet, Academic Freedom in the Secondary Schools. "The preparation and publication of newspapers and magazines is an exercise in freedom of the press," ACLU said. Generally speaking, students should be permitted and encouraged to join together to produce such publications as they wish. Faculty advisers should serve as consultants on style, grammar, format, and suitability of the materials. Neither the faculty advisers nor the principal should prohibit the publication or distribution of material except when such publication or distribution would clearly endanger the health or safety of the students, or clearly and imminently threaten to disrupt the educational process, or might be of a libelous nature. Such judgment, however, should never be exercised because of disapproval or disagreement with the article in question.

"The school administration and faculty should ensure that students and faculty may have their views represented in the columns of the school newspaper.

Where feasible, they should permit the publication of multiple and competing periodicals. These might be produced by the student government, by various clubs, by a class or group of classes, or by individuals banded together for this specified purpose. The material and equipment for publication, such as duplicating machines, paper, and ink, should be available to students in such quantity as budget may permit.

"The freedom to express one's opinion goes hand in hand with the responsibility for the published statement. The onus of decision as to the content of a publication would be placed clearly on the student editorial board of the particular publication. The editors should be encouraged, through practice, to learn to judge literary value, newsworthiness, and propriety.

"The right to offer copies of their work to fellow students should be accorded equally to those who have received school aid and to those whose publications have relied on their own resources."

After long and serious thought, the school board and superintendent of Evanston Township (Ill.) High School produced a comprehensive, written "Policy on Student Expression," which defines necessary restrictions on the distribution of materials at school but at the same time allows considerable latitude for student expression--via the bulletin board, written materials, placards, badges, and armbands. (The "Policy" is reproduced on pages 33-37.)

Another carefully wrought policy on student publications comes from Montgomery County, Md., in its overall statement on "Student Involvement in the Educational Process." Initiated by the superintendent and school board, the entire statement was reviewed by more than 90 individuals and community groups who commented in writing on all provisions. It was then revised accordingly. The statement declares that school newspapers, yearbooks, literary magazines, and similar publications "are to be encouraged as learning experiences." (The policy statement is reproduced on pages 30-33.)

Sounding Out Opinion on the Rules

A serious effort to take a fresh look at their rules and regulations was inaugurated in 1969 by the Shoreline (Wash.) Public Schools. A staff committee assisted by the state attorney general's office, spent several months developing a questionnaire for all students in grades 7-12, their teachers, and some 5,000 parents.

In his letter to parents accompanying the questionnaire, Supt. William G. Stevenson noted that although recent court decisions had suggested that the school may no longer stand in the place of the parent in rule making, it nevertheless "has the duty to guarantee that the educational process is not disrupted and has the ability to enact reasonable rules and regulations which serve this end."

Shoreline's questionnaire sought opinions regarding smoking on school grounds, alcohol and drugs, campus regulations, dress and appearance, attendance, political protest, and free speech. The superintendent said he was seeking guidance from pupils and patrons in these sensitive areas because "we are anxious for you to have a role in framing the policies, rules, and regulations under which this district will operate."

As this Special Report went to press, replies were being studied by the staff committee and will be channeled to the Shoreline school board for possible policy changes. The Shoreline questionnaire is reproduced on pages 27-29. Respondents used a separate answer sheet to indicate whether they "strongly agreed," "agreed," were "undecided," "disagreed," or "strongly disagreed" with each of 40 statements.

INVOLVEMENT IS THEIR THING

Perhaps the most hopeful message administrators will hear if their antenna is working is that most student activism is a revolt of the young to get in--not out of--society. High school students, far from copping out, are seeking greater participation in their school and in their community. They want a piece of the policy-making action. In some areas--including the nation's two biggest school systems--they are beginning to get it.

In December 1968, the New York City schools established a Committee on Student Participation in School Management, composed of four high school principals, two teachers, three students, two representatives of parent groups, and a deputy school superintendent. Their first task was to recommend citywide guidelines to give students a voice in all matters of school policy, including curriculum, student rules, and disciplinary procedures. One of their initial recommendations was to lower grade requirements for candidates for student councils to make these groups more democratic and representative. Another called for establishment of "consultative councils" of students, parents, and faculty to receive recommendations from students and to advise the principal.

In addition to special meetings with the school board twice a year, Los Angeles students serve as observers at regular board meetings on a rotating basis. They receive reports and minutes. Matters brought before the board by students have included asking permission to circulate petitions on campus, improvements in guidance and counseling services, revisions in regulations governing student athletics, and permission to sell soft drinks on campus.

Two state departments of education have also seen fit to set up machinery to give students a voice. California's State Board of Education has a Student Advisory Board on Education which serves as spokesman for 85 percent of the high school pupils of the state. Students have made powerful appeals to the Board for improved sex education and venereal disease education programs; for more "personalized" education; for better representation of minority groups in textbooks; for bilingual programs, part-time job opportunities, tutorial programs, teacher aides, and student-counselor ratios of 150-1 "to make high school counseling programs more realistic and effective."

In September 1968, the New York State Education Department organized a series of nine regional meetings in every area of the state, calling together students, a limited number of teachers, principals, and superintendents to discuss high school student activism. The students were leaders in their schools and represented urban, suburban, and rural districts. The meetings were small (25-100 persons) and arrangements were such that students felt free to speak out. A U.S. State Department report, following the three months of conferences, noted that the adult participants had learned (a) that the students' rising expectations were a part of the tempo of the times, and that they were not exclusively related to matters of race; (b) that there was a widespread lack of school machinery enabling students to be heard and that this was a sore point in many protests; (c) that outside organizations are only to a limited degree encouraging student activism; (d) that student unrest is frequently a by-product of the rigidity of the educational establishment; (e) that student expectations concerning their own governance are rooted in altruism and integrity--they think they can make a real contribution; and (f) that student activism includes many different types of students and requires different responses.

Put Activism into Action

Many schools are harnessing student activism for constructive gains. Here are some examples, reported to Education U.S.A., of constructive ways students are becoming "involved":

Committees of faculty and students at a Hyattsville, Md., high school have been organized for decision making, including curriculum design and disciplinary regulations. In Great Neck, N.Y., teen-age representatives serve on the school district's curriculum development council. Students at Berkeley (Calif.) High School, serving as members of the screening committee, helped choose the school's principal. In a New York school, after defeat of a tax increase referendum, students had a voice in determining budget reductions. In a California school, students are selected to sit in on faculty departmental meetings studying curriculum changes. In Illinois, a student served on the Citizens Planning Committee for a $3.1 million school building fund drive. In Orange County, Calif., student task forces are studying various forms of student unrest. The task forces are asked to recommend what should be done before, during, and following each type of protest or disruption. Proviso Township (Ill.) schools report that they are seeking "real and honest" involvement of students both in forming policy and in developing procedures on student conduct, clothing regulations, student finance, social affairs, and even student evaluation of parts of the school program. A document entitled "Talk! Plan! Action!" which provides the rationale for many of the changes under way in this district points out that "the principal must always retain the right to disapprove of any action of a student group and to communicate his reasons for disapproval to them promptly and directly. However, he may permit them to learn by experience the cost of a poor decision--so long as the bill is not too high."

The Student Council

The Student Council is getting a face-lifting too. Many efforts are under way to make it an organization that is pertinent rather than merely popular. All too often, the council has been a plum for the conformist, unrepresentative of the student body as a whole, and up to its collective ears in trivia instead of real student concerns. It has traditionally enjoyed little in the way of positive programs, and even less in the way of power to change things.

But many forward-looking educators, as mentioned earlier, see an important new function for the student council as a channel for student grievances and dissatisfaction. For one thing, they believe the student council must narrow its credibility gap and lack of communication with student militants who are largely outside of its circle.

A Daytona Beach, Fla., principal commented: "Student councils should take on the job of bringing the militant students who are now shouting from the sidelines into the mainstream of decision making, saying, 'Okay, we agree we have problems, but it's up to you to help us solve them. Put up or shut up.'"

Belle Plaine, Iowa, educators seek to involve as many students as possible in the council "without regard to race, color, religion, academic accomplishment, social training, or economic position."

A New Jersey urban student council, aware of its largely WASP leadership, is making strenuous efforts to involve other student factions in school activities, including the "leather jackets" and unacademic types. Each morning on closed circuit television in every homeroom, the council airs a Johnny Carson-type interview promoting after-school clubs and activities with a strong pitch toward minority interests. Another New Jersey council sponsored a series on Vietnam and drug usage in the school newspaper and in assemblies, candidly admitting that "drugs are a slight problem in every school."

Abington (Pa.) High School elects its council members from curriculum groups and has several members-at-large, thus gaining better representation. Principal Allan A. Glatthorn believes that student council members should be provided with funds to attend workshops and conferences for training purposes, should have space in the school building for council work, and should be allowed to meet on school time.

One New York student council meets every day of the school year and thus has time to plan, implement, and evaluate student projects. It is regarded, says the principal, as "much more than a grievance committee by our students."

Another move to satisfy the needs some students feel for deeper involvement in community life and problems has been the creation of counselors in the high schools whose special duties include helping young people become active in all sorts of community agencies, including political parties. Evanston Township, Ill., schools have been a pioneer in this field.

In San Mateo (Calif.) Union High School District, a Student Service Curriculum was designed to give students opportunities for more participation--tutoring elementary students, working as teaching assistants, or in hospitals, orphanages, and other community agencies.

At New Trier High School, Northfield, Ill., many students wore black armbands to signify their grief after the assassination of Martin Luther King Jr. But they also wanted to do something more tangible. With administrative backing and help, they organized a school seminar on the background and problems of racism. They also decided to sell copies of the Kerner Report door-to-door in their suburban community in an effort to sensitize adult citizens to racial problems.

CURRICULUM THAT GRABS THEM

"After four years in a supposedly superior high school," said a bright student from an affluent suburb, "I couldn't put my finger on a single course that really grabbed me." He was talking about the kind of curriculum that, according to Ole Sand, director of the National Education Association's Center for the Study of Instruction, "simonizes rather than humanizes learning."

Back in 1960, before students started to carry picket signs, John C. Flanagan studied 440,000 high school students. Seniors were asked to choose one of five responses to this statement: "Lack of interest in my schoolwork makes it difficult for me to keep my attention on what I am doing." Fifty-three percent of the boys and 37 percent of the girls said lack of interest plagued them at least half of the time. Another study showed that the further students progressed in high school, the less interesting it became. Only 20 percent of the freshmen in the study said they disliked having to go to school, but by the time they had become seniors, that percentage had almost doubled.

Traditional curricula and methods of instruction have come increasingly under fire from the reluctant consumers--and rightly so, according to thoughtful administrators like Abington's Allan Glatthorn, who advocates radical restructuring of the curriculum: "Abolish dogmatic, authoritarian, lecture-oriented teaching, and schedule more small teaching/learning groups; include courses that confront the facts of poverty, riot, rebellion, and urban decay; key English courses more to contemporary literature; schedule more film and TV courses so students can learn to distinguish between the good and the spurious; raise value issues in science; teach about religion and philosophy so students can develop their own standards."

Many agree. For example, humanities classes where studies of current issues are dissected with an eye to the past and future are flourishing. A New Mexico school has a "teacher-less" history course for grades 11 and 12 which acts as a "safety valve." A New Jersey school offers students no less than 148 separate curriculum choices. Wilson High School, Portland, Oreg., has mini-courses--a wide variety of prime-interest short-term courses not usually available. Time for these mini-courses comes from nonclass scheduled blocks of time in the student's modular schedule; some of the courses are taught by students, while other teachers come from the community. The idea is to plan the mini-course to be relevant to what students want to know now.

When Students Do the Planning

Curriculum was reformed for one week in February 1969 when students took over control of a Bethesda (Md.) high school in their "Experiment in Free-Form Education" (Effie). After weeks of meticulous planning with faculty and parents, students offered more than 200 "short courses" taught by students, regular faculty, and 150 guest lecturers from all over the Washington, D.C., metropolitan area. Courses ranged from the study of the stock market, current trends in religion, Balkan Kolo dancing, and speed reading to European archaeology, blues music, Israeli folk dancing, gourmet cooking, and science fiction literature. Some of the learning took place off-campus as students worked in U.S. Senate offices, interned on local newspapers, served as teacher aides, or went on an archaeological dig in Virginia. The students proved they could organize and carry through a major project that had heretofore been strictly the responsibility of the faculty. A visiting lecturer noted that what they seemed to enjoy most was "the control they had over their lives and learning. Course content was probably secondary to the exercise of responsibility."

The Birth of Black Studies

The move to include black studies in school programs is the most dramatic change since Sputnik rocketed math and science into orbit in 1957. Schools seem to be making an honest effort to be responsive to the demands of minority groups that their cultural identity, pride, and contributions to American society no longer be overlooked in curriculum planning.

The experience of C. Edwin Linville, principal of William H. Taft High School, Bronx, N.Y., where enrollment has risen from 15 percent to 85 percent black in five years, is typical. In a March 1969 talk, he described curriculum changes inaugurated to meet the needs of a changing school population:

"Our most publicized curriculum response has been the introduction of Swahili as an elective, but the demand for it has been disappointing. If relevance is the measure for proper curriculum reform, this is a contestable innovation, but it has been a response to student and community demand.

"We have added courses in Afro-American history and literature, and both seem to have met solid and responsible acceptances. Although we are losing some courses and an honors course at the upper range of student ability--our fifth year language course and an honors course in bacteriology, we now have a successful course in laboratory technology, and our home nursing course is expanding.

"The community demands that we place more emphasis on academic subjects, and we now have 'stretch out' courses in math and foreign languages, a 'dilution' that would have been considered anathema only a year or two ago. We have a whole galaxy of special courses in the fields of work experience where a skilled and innovative teacher designs a program and serves as counselor for a small group of students who have problems. These have been successful.

"Humanities programs are the newest interdepartmental offering, and mounting pressures make us eager to strengthen our sex education and narcotics programs.... From Catcher in the Rye (one tenth-grade girl told me she had already had it four times since the seventh grade!), we have gone to Claude Brown's Manchild in the Promised Land.... Social studies textbooks are carefully surveyed to test their treatments of black leaders, of slavery, and of the Reconstruction Period to determine to what extent they reflect new scholarship, and to meet the justifiable and understandable complaints that most of our textbooks have been guilty of white ethnocentrism.

"New courses in urban problems and cultural anthropology, in the history of popular music, in modern dance, and in motion picture appreciation and production have sprouted, and we are moving from English as a second language toward a fully bilingual Spanish-centered secondary program in a few schools."

KEEPING UP WITH COURT DECISIONS

School officials, said the U.S. Supreme Court in the famed Des Moines "black armband" case, "do not possess absolute authority over their students. Students in school as well as out of school are 'persons' under our constitution. They are possessed of fundamental rights which the state must respect, just as they themselves must respect their obligations to the state. In our system, students may not be regarded as closed-circuit recipients of only that which the state chooses to communicate. They may not be confined to the expression of those sentiments that are officially approved. In the absence of a specific showing of constitutionally valid reasons to regulate their speech, students are entitled to freedom of expression of their views."

This case--Tinker v. Des Moines Independent Community School District--enunciated a landmark decision which has enormous implications for every school board and school administrator.

It arose in December 1965 when a group of pacifist-minded citizens decided to publicize their objections to the Vietnam war by wearing black armbands during the Christmas season.

School principals, aware of the plan, met in mid-December and barred the practice of wearing black armbands, adopting a policy that students refusing to remove them would be suspended from school. In reversing that policy, the Supreme Court said that the demonstration amounted to "symbolic speech" that was protected by the First Amendment so long as it did not intrude on others.

The fact that school authorities acted out of fear that the protest might cause a disturbance was insufficient to justify a curb on speech, the Court said. In speaking for the majority, Justice Abe Fortas reminded school officials that "our constitution says we must take this risk of chancing disturbance in the name of free expression." The majority members of the Court also observed that the actions of the Des Moines school officials appeared to stem from an urgent wish to avoid controversy rather than from evidence that the protest would interfere with school work.

It should be noted, said C. A. Hollister in a speech to the National School Boards Association in April 1969, that "no classes were suspended or interrupted by the black armband students. The evidence indicates that the students were forbidden to wear armbands because some authorities felt that schools are no place for demonstrations. But political campaign buttons and even Nazi symbols were not forbidden--only the symbol of opposition to the current war."

Hollister warned that schoolmen should bear in mind that "the right of students to freedom of expression follows them to the cafeteria, the playing field, and the campus during 'authorized' hours. The Court opinion said nothing is wrong with actions that cause discussion outside the classrooms--as the black armband wearers did--so long as there is 'no interference with work' in the classroom and 'no disorder.'"

One can only hope, Hollister concluded, that school officials will view the Tinker findings as did a New York Times editorial February 26, 1969:

"Freedom of expression--in an open manner by those holding minority or unpopular views--is part of the strength and vigor of our society. So long as it does not obstruct the right of others in the classroom or on campus, it must be allowed in this country. If dissent ever has to go underground, America will be in real trouble."

Limits on School Authority

Other courts have begun to define limits of legitimate disciplinary authority of the school official. The Spring 1969 IDEA Reporter noted that in one case, the court ruled that student demonstrations cannot be prohibited in advance by school rule. According to Hammond v. South Carolina State College, such an arbitrary rule is a prior restraint on freedom of expression.

In Dickey v. Alabama State Board of Education, a student newspaper editor was ordered restored to his position after being removed for disobeying a rule banning editorials critical of the Alabama governor or legislature. The court ruled that the student's rights under the First Amendment had been taken away.

Students also come under the protection of the search and seizure clause of the Fourth Amendment, which would in all probability make items such as marijuana or liquor found in an "unlawful" search of a locker or car by a building principal inadmissible as evidence in court. Summarily dismissing a student without a hearing can be interpreted by a court as failing to observe due process of law.

In addition to keeping posted on court decisions, the wise school administrator will make sure he is familiar with the recommendations on academic freedom released in October 1968 after six years of study by the American Civil Liberties Union. ACLU said students have the right:

- To organize political groups, hold assemblies and demonstrations, and wear buttons and armbands with slogans, so long as these do not disrupt classes or the peace of the school;
- To receive formal hearing, written charges, and the right to appeal any serious violation of conduct charge;
- To dress and to wear one's hair as one pleases. So long as the student's appearance does not disrupt the educational process or constitute a threat to safety, it should be of no concern to the school;
- To attend school while married or pregnant, unless this "in fact" disrupts the educational process;
- To publish and distribute student materials without prohibition on content unless they "clearly and imminently" disrupt, or are libelous;
- To live under a "written rule by law." In other words, students should be told in writing the extent and limits of faculty authority so that their rights "are not compromised by faculty members who while ostensibly acting as consultants or counselors are, in fact, exercising authority to censor student expression and inquiry."

Administrators should recognize, said ACLU, that "deviation from the opinions and standards deemed desirable by the faculty is not, ipso facto, a danger to the educational process." While noting that high school students, because of their "relative immaturity," often need more advice and supervision than university students, ACLU stressed that this should "not lend administrators to emphasize the need for order rather than the need for freedom."

A later ACLU statement of interest to schoolmen was released April 3, 1969. It warned student protest leaders and their followers against lawlessness and violence that could lead to "backlash" and "counterviolence."

Pointing out that it was committed to the protection of all peaceful, nonobstructive forms of protest, including mass demonstrations, picketing, rallies, and other dramatic forms, the ACLU was nevertheless "deeply distrubed about some methods that some student activists have used in the attempt to achieve their ends--methods which violate and subvert the basic principles of freedom of expression and academic freedom."

Protest that "deprives others of the opportunity to speak or be heard, that requires physical takeover of buildings to disrupt the educational process, or the incarceration of administrators and others," said ACLU, "are anti-civil-libertarian and incompatible with the nature and high purpose of an educational institution."

WHEN THE LID BLOWS OFF

"Develop emergency plans for when all else fails," Principal Kenneth L. Fish of Montclair (N.J.) High School told colleagues in March 1969. "If you do not have a plan for the time the students will lock you in your office and take over the PA system, you are being delinquent in your professional duties."

As pointed out earlier, a number of schools and systems have developed policy statements--and machinery to match--stressing the right to peaceful "legitimate" student dissent. A lesser number go further and spell out what steps they will take if the protest becomes something less than peaceful.

Like their college counterparts, some high school administrators seem to feel that the mere mention of rain will bring on a downpour. They beg off on planning on the grounds that it all depends on the issue. No pat formula will do, they say. Others disagree, however.

Speaking of college disorders, Barnaby C. Keeney, former president of Brown University and now head of the National Endowment for the Humanities, said: "It doesn't matter if the issue is the loftiest or the most demeaning--you've got to get the participation of various parts of the school community in deciding some very basic questions in advance. You've got to decide what is tolerable and what isn't. You've got to decide at which stages, if any, you'll call in the police."

Some Schools Ready

Some school systems have faced up to these hard decisions. The April 1969 Education U.S.A. survey found that written policy guidelines for handling student disorders were reported most frequently from the Northeastern states, particularly New York and New Jersey, and from California. In New Jersey, administrators obviously have been stimulated by the State Board of Education which directed all school systems to prepare written plans for handling student demonstrations and to submit them to the Commissioner of Education. About half of all the replies received by Education U.S.A. from the Northeastern states and from the Far West indicated that the school or school system already had written policies or was preparing them. But the "yes" replies fell to 33 percent in the Southern and border states; to 30 percent in the Midwest; and 27 percent in the Rocky Mountain and Southwestern regions.

Who Develops Guidelines?

In cases where written policies were reported in existence or under preparation, Education U.S.A. sought to discover who helped to draw them up. Some 168 answers were received to this question. In about half the cases teachers had been involved. One-third of the school systems reported that students had helped, and one-sixth had solicited advice and counsel from parents. In a few cases, the planners included the local teachers association, the PTA, guidance counselors, custodians, bus drivers, maintenance workers, and school staff members from the fields of safety, human relations, urban affairs, personnel, and public relations.

The usual procedure, however, was for principals to work with the superintendent and central office personnel on guidelines which were then submitted for board approval. In some instances, representatives of city and county police, attorneys, and local government personnel such as the mayor and/or court officials took part in the planning.

What About Publicity?

Education U.S.A. also asked how the guidelines were publicized to schools and community. Distinct differences of opinion were discovered. Some gave the guidelines the widest possible exposure, but others said: "We have not publicized procedures as we felt this might encourage demonstrations." "We have avoided much publicity because it seems the more you give, the more you stimulate students to do something." "We do not wish the public to know details of our plan." "We've given little publicity because we don't want to encourage students to test the procedure, but we have told interested citizens." "Our plan is confidential."

A New Jersey principal said: "Sit-ins, control of the school public address system, leaving the building, noisy demonstrations at lunch or study hall, various mass actions--we've tried to anticipate them all. Plans for each are set, but not for publication. The students have been told in meetings on dissent: 'Don't threaten us with confrontation--that's blackmail. If you want to start something, go ahead--we're ready.'"

Some Strategic Elements

School tactical plans for handling disorders describe officials with responsibility for action; how the rest of the staff will be deployed; what will be done about bells, false alarms, the intercom, the telephones; how to flash fast information, scotch rumors, and keep out unauthorized visitors; how and when to use bullhorns, walkie-talkies, still and movie cameras, and tape recorders; when to call in the police; and who will talk to reporters.

The seriousness with which some systems have gone about their planning gives their strategy a distinctly military ring: the "command post" is designated, liaison teams are assigned, nurses are designated to treat injuries, methods of "securing" the library, the lavatories, the records and office areas are outlined, as are provisions for mobile units for "perimeter control," citizen's arrests, "staff runners," location of plainclothes officers in unmarked cars, and so forth.

Most written guidelines of this type also list applicable provisions of state laws and education and penal codes. Some California school guidelines list 21 state provisions applicable to the handling of school disorders.

One California district has devised separate tactical plans for three types of active unrest: (a) "The Outside-Plan 1" where non-high-school students, such as young adults or college students are seeking some type of confrontation; (b) "The Inside-Plan 2" involving protest by students in the school or district; and (c) "The Inside-Outside Combination-Plan 3," considered most dangerous because it usually brings on violence, vandalism, and fires.

But any plan, comments one principal, is "only as valuable as the people who use it. Cool, quick, logical, and legal thinking by all staff members will protect students, preserve property, and continue the educational process."

The Part Teachers Play

Most plans emphasize that any confrontations with disruptive students and/or other dissidents should be left to the principal or his designee.

As one Ohio plan points out: "Staff is not to confront where an uncontrollable situation exists.... Don't try to argue or reason.... There are few reasonable persons at times such as these, and attempts to reason or explain only serve to prolong the confrontation."

A Wisconsin policy notes the importance of teachers' exercising good judgment "when all social and school rules are out the window." Teachers should protect any and all students from being harmed in any way and the use of physical force is forbidden except in the cause of self-protection, and then only to subdue violators. The statement suggests that the teacher try to control those students directly under his jurisdiction--"the teacher with 27 students can do a great deal to help the total situation by asserting his rule with a small group."

The alertness of teachers can also serve as a kind of "Dewline" or early warning system. As administrators in the Lenape Regional High School District, Medford, N.J., point out, "early sensitivity to (student) problems is an evidence of professional awareness." They suggest that teachers try to learn, unobtrusively, what is causing the unrest, who is involved in the rumored imminent eruption, when it is going to happen, where it is going to occur, and report such rumors to the office.

Monitoring rumors is considered vitally important. In Belmar, N.J., the superintendent has set up a "rumor control panel" composed of a cross section of staff members and community representatives.

A state teachers association has noted that the worst responses to protest demonstrations and/or group violence are: teacher panic, teacher negativism, lack of systemwide coordination, lack of schoolwide preparation, and lack of identification with problems causing the riot or protest. It advises teachers to "know the major student groupings and cliques...listen to students, for even the most alienated are likely to drop clues about impending tensions...use the out-of-class and between-class moments to talk with students. In this way, every student knows that some teacher cares about him as a person--regardless of his behavior and achievement...develop a sensitivity to neighborhood environment of the students--schools that were closed for services for Martin Luther King Jr. were able to avoid damage, but those which tried 'business as usual' after King's death had trouble with their obviously upset black students."

Like other guidelines which emphasize that the highest priority is to protect life and limb, the association's statement advises: "Allow property damage rather than human waste (broken windows, not broken heads). Heroic teachers belong in the classrooms, not in hospitals. Be firm, not belligerent. If confronted, allow yourself to be passed rather than beaten. Very few teachers are popular enough to sway a student mob. You are a teacher. Don't play policeman or guard. You are not dressed or equipped for 'rough duty.'"

Hitting the Headlines

Student unrest in 1968-69 was reported on, front-paged, pictured, televised, editorialized about, analyzed, agonized over, saluted, and castigated by all media and every conceivable type of commentator, with or without credentials. Demonstrations will continue to be "news" and administrators need to decide how they will work with local news media on their coverage. Sample guidelines submitted to Education U.S.A. show great variation on this score.

After experiencing tension at one high school, administrators at Lincoln, Nebr., decided to formulate a long-range, rather than "crisis," position vis-a-vis the press. In a memorandum to principals and staff, superintendent John Prasch commented as follows:

"Central office staff meets periodically with representatives of the news media. Last Saturday morning we held a 'postmortem' discussion on the role of the media in the Lincoln High School tension of Monday, March 3, and made some plans for the future. As a result of that discussion and our agreements with the media people, the following guidelines are issued:

"1. All bona fide incidents of organized student protest, physical altercations between students with racial overtones, altercations between students and teachers related to organized student protest or racial problems, actual instances of problems with dope, and incidents which have potential for building tension in these areas should be reported immediately by phone to Don Ferguson, John Prasch, or their secretaries. The purpose of this is to help scotch rumors by having all the facts in one place. Our intention is to keep the media fully informed so they do not need to send reporters on missions to track down rumors--a situation which tends to put them in the position of needing to make news. The media people agree to use discretion in what is used and how it is used.

"2. The media people have been told that they are free to contact principals directly on all matters of school news. We do not want to be in the position of creating 'bottlenecks' in the central office by channeling everything through one person; nor do we want to impose any screening or censorship. We believe principals to be good judges of how questions should be answered. Remember that when the media sense something is being covered up they seek more information and handle it differently than when satisfied that they have all the facts. They are concerned about their community and can be assumed to be responsible if completely informed."

SCHOOL PREPARED GUIDELINES FOR HANDLING STUDENT DISORDERS

The following examples contain pertinent excerpts from guidelines and policy statements which have been developed by school districts and from a school-community opinion survey. They have been selected to illustrate important elements which should be studied by administrators who are considering preparation of similar policies for handling various types of emergency situations stemming from student unrest. These seven examples are typical of, but somewhat more comprehensive than many other policy statements on this subject submitted to Education U.S.A.

School-Community Opinion Survey
Shoreline Public Schools, Seattle, Washington

(Described on pages 15-16)

SMOKING: The present Shoreline regulation is that students may not smoke in the school building, on the school grounds, or at school functions. While these activities are not crimes, the district has the authority to prohibit them and feels that from the standpoint of safety and health these rules are necessary.

1. Students should not be permitted to smoke in the school building.
2. Students should not be permitted to smoke in the school building but should be permitted to smoke on the school grounds.
3. Students should be permitted to smoke at athletic events, school dances, and other school activities which are held off the school grounds.

4. Students should be provided a special area for smoking within the school.
5. Students who continue to smoke in the school building or on school grounds, after being warned, should be temporarily suspended from school.
6. Students who continually violate school smoking restrictions should be permanently expelled from school.

ALCOHOL AND DRUGS: The law prohibits students (minors) from possessing or using alcoholic beverages and prohibits everyone from possession, use, or sale of dangerous drugs (including marijuana). Shoreline School District rules reflect these laws and violation subjects a student to disciplinary action.

7. School should suspend a student if he is arrested by the police for drug charge outside of school.
8. Students who are suspected of being under the influence of drugs at school or at school sponsored events should be referred to their parents.
9. Students who are suspected of being under the influence of drugs at school or at school sponsored events should be referred to police authorities.
10. Students who are suspected of being under the influence of alcohol at school or at school sponsored events should be referred to their parents.
11. Students who are suspected of being under the influence of alcohol at school or at school sponsored events should be referred to police authorities.

CAMPUS RULES: The Shoreline School District is required to enact those rules and regulations which guarantee that the educational process will not be disrupted. In addition, the district has adopted other regulations which it feels are necessary and educationally sound.

12. Students should remain in the school building or on school property from the time school begins in the morning until it is dismissed in the afternoon unless special permission is obtained.
13. Students should be allowed to leave campus during the lunch hour.
14. Students should be free to leave the campus when they are assigned to independent study or study hall.
15. Students who are high school seniors should have the privilege of leaving school during lunch time and other free time.
16. Students who drive cars to school should be charged a parking fee.
17. Students at school sponsored evening events should be governed by the same regulations as enforced during school hours.

DRESS AND APPEARANCE: While the courts have upheld a school district's authority to make reasonable rules and regulations, and while the courts will uphold rules and regulations based upon the health and safety of students, they are increasingly unsympathetic with those designed to regulate dress and appearance. Increasingly, the courts are suggesting that dress and appearance are personal and parental concerns, not that of the school.

18. Students should be required to conform to a district standard regarding length of hair.
19. Students should be required to conform to a district standard regarding appropriate attire.

20. Student standards regarding hair and attire should be based solely upon factors of health and safety.
21. Girls should be allowed to wear slacks or bermuda shorts in school.
22. Boys should be allowed to wear bermuda shorts in school.
23. Student standards regarding hair and attire should not be the responsibility of the school.

ATTENDANCE: The law requires that a student remain in school until a specified age. It guarantees his right to remain providing he is not disruptive and follows fundamental fair rules and regulations.

24. Students should be required to attend all their assigned classes.
25. Student attendance at school assemblies should be optional.
26. Students who choose not to attend assemblies should be required to report to a designated, supervised place.

POLITICAL PROTEST AND FREE SPEECH: The courts have recently held that the school is a legitimate forum for the student's expression of political beliefs even if they are unpopular or involve criticism of the school. These same decisions, however, again emphasize that nothing may be allowed to interfere with or disrupt the educational process, and additionally hold that students are fully responsible for what they say and the manner in which they say it.

27. Students must obtain administrative approval for any meeting or assembly held on school property.
28. School officials should keep unauthorized persons off the school campus.
29. Students should have the right to bring speakers of their own choosing to the school, without administrative approval.
30. Student organizations and individual students should be accorded free right to meet and assemble during school hours providing the regular class schedule is not disrupted.
31. Students should be allowed full freedom to distribute any printed materials at school.

32. Students should be required to obtain administrative approval of any printed materials which they may wish to distribute at school.
33. All printed materials to be distributed at school should have the approval of a joint faculty-student committee.
34. Students shall not be expelled or disciplined by the school for any unlawful offense committed outside school jurisdiction.
35. Students who are insubordinate in school should be subject to appropriate disciplinary action.
36. Students should participate in the selection of materials and books used in school courses.

37. Students in senior high school should be allowed to select their entire course of study.
38. Any unauthorized materials in the possession of students at school should be confiscated by school authorities.
39. Students who publish and/or distribute libelous or slanderous material at school should be subject to appropriate disciplinary action.
40. Parental approval should be required for senior high school students' subject selection.

Policy Statement on Student Involvement in Educational Process (Maryland)

The following policy was adopted by the Montgomery County (Md.) Board of Education on August 25, 1969, and is effective immediately. Procedures to aid in the implementation of this policy will be formulated in the near future by the superintendent of schools.

A primary task of the school is to create a stimulating learning climate for all students. Two essential factors in such a learning climate are the active involvement of students in their education, including the planning and evaluation thereof; and the fostering of a spirit of inquiry where students may freely express their own views and listen to and evaluate the opinions of others. The school staff, parents, and students have a responsibility to work together so that this learning climate will permeate the total school program.

One of the goals of school systems throughout America is the development in students of an appreciation of the democratic way of life. This is one of the twelve Goals of Education in the Montgomery County Public Schools. An appreciation of the democratic way of life must include the study of our national heritage and, to the fullest extent possible, opportunities for students to exercise their rights and assume their responsibilities of citizenship.

To achieve this goal, the staff, students, and parents must work cooperatively to avoid the extremes of regimentation and authoritarianism on the one hand and anarchy and irresponsibility on the other. This statement sets policy guidelines to help promote individual freedom, responsibility, and good citizenship and to maintain the orderly process of education.

This statement should not be interpreted as being all-inclusive, for the student has rights guaranteed by the Constitution and the law. One of the most important of these is his right to participate in a school activity, regardless of race, religion, nationality, or economic status. No student may be barred from any school activity for any reason other than those established by state and county eligibility requirements and those legitimately related to the purpose of the activity.

A student's exercise of rights and privileges in the school setting must depend on his age, maturity, and, to an extent, the standards of the community in which he lives. No right is absolute. Every right has its limitations. One basic limitation is that the exercise of the rights of one individual or group ceases when it infringes on the rights of another individual or group. Other basic limitations that pertain to the public education process are found in state law, bylaws of the State Board of Education, and policies of the Montgomery County Board of Education.

The mature exercise of rights and privileges demands the exercise by adults and students alike of the concomitant responsibility to respect the rights of others and to respect legally constituted authority.

The effective implementation of these policy guidelines requires the exercise of good faith on the part of students, parents, and school personnel and a basic respect for the worth of each individual and his ability to contribute to society.

1. Students must be actively involved in the learning process. Therefore, in each course and at each grade level, students shall be encouraged to participate in establishing course goals, suggesting interest areas, planning classroom activities, and in appraising the course. Students suggestions and recommendations concerning curricular offerings and opportunities shall be permitted at any time and shall be solicited by the professional staff.

2. Freedom of speech is guaranteed to all citizens and must be guaranteed by the schools for all students. Students shall have the "opportunity to investigate all facets, sides, and/or opinions of and about any and all topics and materials introduced or presented and (teachers) shall have a special responsibility to provide such opportunity with regard to those which are or may be of a controversial nature. Such materials presented to students must be relevant to the course and appropriate to the maturity level and intellectual ability of the students. The teacher shall further be responsible to permit the expression of the views and opinions of others and to encourage students to examine, analyze, evaluate, and synthesize all available information about such topics and materials and to encourage each to form his own views and opinions through such procedures. Teachers shall at all times strive to promote tolerance for the views and opinions of others and for the right of individuals to form and hold differing views and opinions." (Article 25, Section C.1., "Agreement between Montgomery County Education Association and Board of Education of Montgomery County for the School Year 1969-70.")

3. Students and staff should be involved in the planning and execution of assembly programs. On the basis of the nature and content of the assembly, the principal shall determine whether attendance is required or voluntary.

4. School sponsored, voluntary forums of interest to students, held outside of the regular class schedule, are to be encouraged. Students will have maximum freedom in planning and conducting such forums.

5. Students must be free to establish and are encouraged to participate in student government organizations that provide all students with a voice in school affairs. Open channels of communication should exist between the student, his student government, the faculty, and the administration. When recommendations are made by the student government, they should receive a prompt and substantive response.

Qualifications for holding office shall be determined by the student government, but must be in accord with countywide eligibility requirements. In unusual cases, a principal may find it necessary to disqualify a student from running for office. In such cases, the principal shall explain the reasons for such action to the student prior to the disqualification.

6. Students shall be encouraged to form and participate in a variety of extra-class organizations as a means of broadening their educational experience. Pupil organizations that conduct activities on school premises must be authorized to do so by the principal and must have faculty supervision.

The activities of students carried on entirely outside of normal school hours and off school grounds shall not be the responsibility of the school, and no student shall be penalized because of his activities in such outside organizations.

7. School newspapers, yearbooks, literary magazines, and similar publications are to be encouraged as learning experiences. As such, they shall have qualified faculty advisors and shall strive to meet high publications standards. It is essential that school newspapers provide an opportunity for members of the school community to express a variety of viewpoints.

Under the following procedures, student publications produced without school sponsorship may be distributed in schools:

- They must bear the name of the sponsoring organization or individual;
- They may not be sold on school grounds;
- A time and place for distribution must be cooperatively established with the principal; and
- A copy must be given to the principal for his review. (He may require that the copy be given him up to three school days prior to its general distribution.) If, in the opinion of the principal, the publication contains libelous or obscene language, advocates illegal actions, or is grossly insulting to any group or individual, the principal shall notify the sponsors of the publication that its distribution must stop forthwith or may not be initiated, and state his reasons therefor. The principal may wish to establish a publications board composed of staff, students, and parents to advise him in such matters.

Students may distribute or display on designated bulletin boards, materials from sources outside the school subject to the same procedures that govern student publications. The distribution of such materials as commercial advertising, partisan political materials, and certain religious literature are restricted by Montgomery County Public School Regulation 270-2.

8. Student dress and grooming is the responsibility of students and their parents, unless some standard of dress and grooming is a reasonable requirement of a course of activity or necessary for reasons of health and safety.

Schools may develop advisory guidelines for dress and grooming through the cooperation of students, parents, and teachers. School personnel may counsel with those who affect extreme styles of dress and grooming.

Unless a student's dress and grooming causes or is likely to cause a disruption of the educational process, he shall not be disciplined because of the way he dresses or grooms himself.

9. The student has a right to an education, and any disciplinary measure that deprives him of this right shall be used only in extreme cases. The disciplinary actions of administrators and teachers shall be fair and appropriate, and school disciplinary policies should be developed as called for in the 1969-70 Agreement between the MCEA and the Board of Education. Student conduct that for any reason materially disrupts classwork, or involves substantial disorder, or invades the rights of others, will not be

tolerated, and may be cause for suspension. Parents must be notified as promptly as possible in all cases of suspension.

A student's conduct may necessitate his being temporarily removed from classes until a parent conference takes place. The parent conference should be scheduled as early as possible, and this temporary removal from classes is not to be considered a formal suspension unless specifically designated as such in writing.

10. Each school shall establish a procedure for the consideration of student problems and the processing of student complaints. This procedure should evolve from the cooperative efforts of students, faculty, and administration. All students should be guaranteed access to appropriate school personnel within a reasonable period of time, including the right of appeal.

The Board of Education has a strong interest in these policy guidelines and will review their implementation during the 1969-70 school year.

Policy on Student Expression (Illinois)

The Board of Education of Evanston Township High School, District No. 202, desires to promote an orderly educational community which reflects traditional democratic values and constitutional principles, including freedom of expression by students. The Board recognizes that the achievement of a proper balance between order and freedom is among the more perplexing issues confronting secondary education today. The Board considers it essential to define an appropriate balance in these matters for the guidance of the administration, faculty, parents, and students. Accordingly, as regards the expression of ideas and opinions by students on school premises, the Board hereby prescribes the following policy.

Section 1. Student Rights

Subject to the procedures and General Limitations herein provided, students who legally attend Evanston Township High School may express opinions and ideas, take stands and support causes, publicly and privately, orally or in writing. Such actions shall be referred to herein as "protected activities." There may be no interference with these protected activities solely because the viewpoint expressed may be unpopular.

Section 2. Exercise of Protected Activities on Bulletin Boards

At least one bulletin board shall be provided in each school for the use of approved student organizations, informal student groups, and individual students. Other bulletin boards may be designated for official school announcements only. Any bulletin board so designated shall be for restricted use and materials placed thereon by students may be removed by the school.

Prior approval by school officials is not required for the posting of notices or other communications on assigned student bulletin boards. All such materials, however, must conform with the General Limitations herein provided. Bulletin boards designated for students may be used for school activities, out-of-school activities, or matters of general interest to students.

Any posted material deemed to violate the General Limitations herein provided may immediately be removed by the school administration. At the request of interested students or of the sponsoring student organization, the school official responsible for removing the materials will explain the nature of the violation.

All student posted notices or communications shall be subject to reasonable size limitations and shall be dated and may be removed by the school after seven days to assure full access to bulletin boards for all students.

Section 3. Exercise of Protected Activities through Distribution of Written Materials and Circulation of Petitions

Subject to the procedures and General Limitations herein provided, students may exercise their protected activities through the distribution of handbills, leaflets and other written materials, and the collection of signatures on petitions concerning either school or nonschool matters or issues.

(A) The time for the conduct of any activities under this Section 3 may be restricted by the school administration to certain designated times, such as periods before school begins, after dismissal or during lunch periods, to the extent that such restrictions are deemed necessary to prevent interference with the school program.

(B) The places for the conduct of such activities may be reasonably restricted by the school administration to permit the normal flow of traffic within the school or on the school premises.

(C) The manner of conducting such activities may be reasonably restricted by the school administration to prevent undue levels of noise, or to prevent the use of coercion or unreasonable interference with any person. Littering shall not be a sufficient grounds for preventing the distribution of materials.

(D) No written materials shall be distributed and no petitions shall be circulated by students on school premises, within the intent and purpose of this policy, unless such written materials and petitions have first been reviewed by the school principal or his designate for a prior determination that such written materials or petitions do not violate the General Limitations herein provided. The decision of the school official shall be as prompt as possible. Subject to the right of appeal herein provided, no written material may be distributed or petition circulated except where any such matter has been determined by the principal or his designate not to violate any General Limitations.

School officials shall not prohibit the distribution of written material or circulation of petitions unless there is contained therein matter which violates one or more of the General Limitations. Where any such decision is rendered the school official shall specify the manner in which it is deemed that this policy would be violated by the proposed distribution or circulation.

Section 4. Exercise of Protected Activities through Signs and Symbols

Subject to the General Limitations herein provided, students may carry or wear placards, buttons, badges, or armbands on school premises.

Section 5. General Limitations

In order to insure the orderly and efficient operation of school operations, all protected activities shall be subject to the following General Limitations:

(A) No activity which materially or substantially interferes with appropriate student discipline on school premises shall be deemed protected activity.

(B) No activity which materially disrupts the normal operation of the school or provokes any substantial disorder shall be deemed protected activity.

(C) No activity which invades the lawful rights of other persons shall be deemed protected activity.

(D) No activity shall be deemed protected activity which involves the use or expression of obscenities. Also, no activity which includes any sexual or prurient theme, where, given the particular context, content, and manner of communication, such use or expression may reasonably be expected to be substantially harmful to the normal development of younger, impressionable, and less mature students in the school shall be deemed a protected activity.

(E) No activity involving the use of false statements or innuendoes which may subject any person to hatred, ridicule, or contempt, or which may injure the reputation of any person, shall be deemed protected activity.

(F) No activity involving the use of statements grossly offensive to the reasonable sensibilities of school personnel, or unfairly or unduly injurious to their professional reputation, shall be deemed protected activity. Nothing herein, however, shall be deemed to prohibit the legitimate criticism for the purpose of redressing grievances actually deemed to exist.

(G) No activity involving statements grossly offensive to the reasonable sensibilities of any racial, religious, or ethnic group, or any members thereof, shall be deemed protected activity.

(H) No activity involving the use of written materials to advocate that any religious denomination, sect, or point of view is preferable to any other religious denomination, sect, or point of view shall be deemed protected activity.

(I) No activity involving the advocacy of the use of any substance or materials which may reasonably be believed to constitute a direct and substantial danger to the health of students, or providing any information as to the availability of such substances or materials, shall be a protected activity.

(J) No activity involving advocacy of the violation of existing statutes, ordinances, or other established laws or official school policy, rules, or regulations shall be deemed protected activity.

(K) No activity involving the distribution of written materials which has a significant purpose of advertising commercial products or services for sale by profit-making organizations shall be deemed a protected activity.

(L) No materials may be circulated or distributed in exchange for any payment, whether as a price or voluntary contribution, for such materials. Nor shall any student receive payment for services in the distribution or circulation of any material. No circulation or distribution in violation of this paragraph shall be deemed protected activity.

(M) No written material published in connection with a protected activity shall be prepared by use of school equipment or property without specific prior approval by appropriate school personnel.

(N) All copies of any written materials, whether posted on bulletin boards or circulated and distributed on school premises, shall bear the names of approved student organizations or of other sponsoring student groups or students. In the case of a student group, the names of at least two students principally involved in the posting, circulation, or distribution shall be included.

Section 6. Violation of Policy

Any violation by any student of the procedures or General Limitations herein, or any administrative rules, decisions, or action adopted or taken in pursuance of this policy, may subject the student to discipline, including suspension or expulsion in accordance with such procedures as may be provided by law and rules and regulations adopted by, or pursuant to, the authority of this Board of Education: provided, that except in cases involving gross and intentional violations, the first violation of this policy by any student shall be followed by a warning, oral or written, to cease and desist such alleged violation, which warning shall explain in what way the action violates this policy. A copy of any written warning shall be immediately transmitted to such student's parents. Any further violation of this policy by such student may be deemed gross disobedience subject to the discipline procedures hereinabove provided.

Section 7. Appeal Procedures

If any activity, whether undertaken or proposed to be undertaken, is determined by any school administrator to violate this policy, the approved student organization, student groups, or students who have undertaken, or propose to undertake, such activity may, within one week from being advised of such determination, appeal to the Superintendent, who shall render his decision as promptly as possible in the circumstances. If the Superintendent deems such procedure appropriate, he may attempt to reconcile any differences of opinion as to the requirements of this policy.

The decision of the Superintendent shall be final, except as to any case which he may deem appropriate for reference to the Board of Education.

Section 8. Miscellaneous

(A) The provisions of this policy shall be applied on a nondiscriminatory basis and in a manner designed to assure maximum freedom of expression for students in a manner consistent with this policy. No requirement of approval shall be imposed on the distribution, circulation, and posting of written materials, except as provided herein and except in such specific circumstances and to such extent as the Superintendent may deem necessary on the basis of any clear and present danger to orderly and efficient school operations.

(B) Whenever in the interpretation of this policy it is necessary to determine the meaning of certain words, the Superintendent shall make such determination, giving due regard to laws of the United States and the State of Illinois and applicable Court decisions.

(C) Any petitions filed by students with any appropriate school personnel shall be reviewed by a principal or assistant principal who shall endeavor to adjust any differences of opinion.

If substantial differences of opinion are unresolved after 5 days from the date of filing of said petition, the petition shall be forwarded to the Superintendent. If the differences remain unresolved for 25 days thereafter, the Superintendent shall forward the petition and a report thereon to the Board of Education for further decision.

(D) Whenever in this policy a decision or action, other than the formulation of a general rule, is required by the Superintendent, he may delegate his authority to render such decision or take such action, subject to his review, to one or more members of the administrative staff.

Section 9. Purpose of Policy and Responsibility of School

It is the purpose of this policy to balance the rights of student expression with the interests of an orderly and efficient educational process and of a school environment suitable for the healthy growth and development of all students. It is not the purpose of this policy to regulate student expression in behalf of any other interests. The school assumes no responsibility for the contents of any written matter posted, circulated, or distributed, or of the student conduct, taken in accordance with this policy, insofar as such matter or conduct may relate to any interests other than those of an orderly and efficient educational process and a proper school environment.

Be It Further Resolved, that within 30 days following the conclusion of the first semester of the 1969-70 school year, the Superintendent shall submit to the Board his report on the operation of this policy, with any recommendations relating thereto.

Disorders in the Public Schools (Delaware)

Major Concerns

1. Prevent disorders in the public schools through improved communications and more pupil involvement in planning and executing programs and processes.
2. The safety of pupils and staff members during any disorder must receive first priority in your considerations.
3. The safety of public property must be a major concern during disorders.
4. Strive to elicit the support of our local citizens before, during, and after disorders.
5. Seek to continue the educational program if at all possible.
6. Try to make reasonable progress in resolving problems, keeping in mind that fairness is of utmost importance.

7. Following a disruption, one major concern must be the quick return to normal operations.
8. Continuing intensifying communications during a disruption especially through fair or unbiased news coverage.

Before the Trouble Begins

1. Ask faculty and staff for volunteers to stay and supervise or at least observe the students. This group may be called the school assistance committee.
2. Have drills in assembling the school assistance committee.
3. Assign faculty volunteers from your school assistance committee to watch fire alarm stations, public phones, parking lots, rest rooms, and boiler room areas and to take down names of pupils and notes as to what is said and done.
4. Prepare a set of envelopes for making a mailing to the parents of students in your building. Use the postage meter at the administration building once the envelopes are stuffed. Have the administration building secretaries do the typing and running off of the letters that you want to send to the parents. This will relieve your secretary for other responsibilities.
5. Have key phone numbers ready at special phone stations and have persons assigned to make specific calls at your direction.
6. Have several runners or errand personnel equipped with automobiles, if necessary, ready to carry messages as needed. They should be stationed in your office during a disorder. It is best not to use pupils for this.
7. Have a ready supply of the student problems bulletins for distribution to students.

Violent Disorders

1. Call police.
2. Call superintendent's office for buses to transport students to their homes.
3. Dismiss all walkers immediately and escort them from the grounds.
4. Excuse nonvolunteering faculty members from the building and grounds. Keep in touch with them by phone so they know what is going on. Have a chain-system for phoning.

5. Refuse to meet with large groups. Agree to talk with no more than three students at a time.
6. Listen and take notes when the students talk.
7. Make no promises or deals.
8. Discuss the matter with faculty and other administrators before making commitments or decisions.

9. Start recording events and names. Have the faculty volunteers do the same. Use your dictating equipment.
10. Make a chronological record of everything.
11. Tape-record all phone calls if possible.
12. Ask students to return to classes in ten minutes.
13. Those who do not should be suspended from school for an indeterminate period up to ten days and ordered from the building. Give them five minutes to depart.
14. Those who refuse to leave the building should be arrested for trespassing.

Superintendent

1. Have secretaries notify board members, transportation supervisor, and other principals. Call the transportation supervisor in from wherever he is. He should have already discussed the problems and possible solutions with the drivers and should have a system of notifying drivers in case of emergency dismissal of school.
2. Have secretaries ready to type letters to parents, stuff envelopes, and run the postage meter.
3. Notify the newspaper and request a reporter be assigned to go with the superintendent to the buildings.
4. Go to the building with the newspaper reporter and seek out the principal.
5. Assist the building administrator as he sees fit. Advise and counsel. Do not direct unless requested to do so or unless the situation seems to be getting out of hand.

Readmission of Pupils Suspended During Disorders

1. All readmissions will be by way of parent-principal-student conferences on an individual basis.
2. Readmission is on the basis of probation and is made contingent on the student's future good behavior.
3. Probationary readmission means that future involvement in disruptions or disorders will net the pupil a second suspension and a recommendation of expulsion will go to the superintendent.
4. If a pupil's involvement merits it, it may be recommended that expulsion be made on the first occasion of disorder or disturbance.

Student Demonstration Control Plan (Wisconsin)

A. Types of Security

Surveillance--When verified reports of potential trouble have been received, the entrances to the building will be locked or guarded by staff personnel to prevent the entrance of all unauthorized personnel.

Minimum Security--When verified reports of a demonstration or disturbance have been received, not only will the entrances be locked or guarded, but observation and security on each floor or area of the building will be established. Watch lavatories and offices. No passes are to be issued. Police should be alerted but not called to the building.

Intermediate Security--This plan increases observation and security by school staff in halls. Police available in the building.

Maximum Security--This plan calls for police in every hall and possible trouble spot.

B. Occasions of Concern by School Administrators

1. Rumors of planned disturbance
2. Gathering of outside visitors
3. Any gatherings or disturbance within the school by students or "visitors."

C. General Directives

1. Security plans must be kept confidential. Specific school plans must not be shown to students.

2. Pre-plan assignment of administrators, counselors, and free teachers to entrances to prevent people from entering building.
3. Physical force should not be used to retain students in classrooms or building.
4. Disturbances are caused by a minority of students. Three-fourths or more of the students are caught in the uproar. All staff members must remember their obligation to help the students who are frightened or not a part of the trouble.
5. Directives should be given generally: "Boys, return to classes; Students, return to homerooms." No specific student should be singled out "John Jones, go to class." To single out a student will cause additional trouble, if he refuses to obey.
6. In all rooms the shades should be pulled, or the venetian blinds closed to protect personnel from flying glass.
7. Police should be called as a last resort. They are not needed if students are merely milling around and refuse to go to classes. They are needed if students start to destroy property or become violent.
8. Adults should keep cool. There should be no shouting, running, emotional display by adults.
9. The incident should be kept from the news media.
10. After a disturbance administrators and teachers are to submit written reports of student conduct. All charges against student leaders will need to be documented in any disciplinary action.
11. Ignore all fire alarms. Fire drills and fire alarms will be announced over the public address system.
12. No hall or corridor passes should be issued during the time of minimum, intermediate, or maximum surveillance.
13. During a disturbance all bells should be held to prevent student movement in halls.
14. Suspension may result from any of the following:
    Insubordination: This is a refusal to follow the instruction of a teacher or staff member or to identify oneself upon request.
    Use of Language: Obscene, vulgar, profane, or disrespectful words audible to any school staff members.
    Intimidation: Verbal threats or physical abuse to any other student or school staff member.
    Incitement to Riot: This will include active participation either physically or verbally which might create a disturbance of any kind in or on the school property.
15. Nonteaching personnel--clerks, custodians, cafeteria. This group has no responsibility in controlling students in a student disturbance. However, the custodians are to lock all entrances upon direction of the principal or his delegate and all lavatories. The custodians are to cut fire alarm service of the school upon advice from administration.
16. Administrators should meet with the dissident group or selected representatives of the group, but not with individuals.

D. Student Riot

Teachers have an important role in maintaining calm in the classrooms.

1. Lock all large areas--gym, cafeteria, auditorium--to prevent a large gathering of people.

2. Cut all phone service for students, so that parents, news media, outsiders will not gather at school.
3. Lock all exterior exits and station teachers at exits to permit students to leave, but not to enter.
4. Teachers with classes should continue to conduct class until notified that tension has eased. It may be necessary to continue class beyond regular length.
5. Administrators, counselors, and unassigned teachers should spread themselves throughout the building to:
   (a) Encourage students to go to classes or leave the building.
   (b) Observe student behavior to determine the leaders. Follow leader wherever he goes, saying nothing, but taking notes of actions for future conferences or hearings.
6. If riot occurs during lunch period, the students should be sent to their homerooms.
7. A riot will last, according to one experienced administrator, about an hour if police are not called. By that time the students will have returned to classes with the exception of the leaders. A discussion should be arranged immediately with them.
8. Teachers with classes should encourage students to remain in class.
9. Students who wish to leave the building should be permitted to do so.

Proposed Plan To Cope with Student Unrest and Disturbance (California)

INTRODUCTION:

This plan has been provided by the Special Committee To Develop an Emergency Plan for Student Unrest and Disturbance on Campus for the purpose of providing guidelines to the principal and his staff in case of impending disturbances or riots.

Students in our present society who have become involved in action that will lead to ways of confrontation with adults, leaders, or the "system" have caused difficult incidents in many schools. It is important that demonstrations be detected early. The earlier a demonstration is detected, the less of a chance it has of influencing the health, welfare, and safety of those people involved or those people who are spectators.

PROPOSED PLAN:

Upon becoming aware of the first signs of general student unrest (gatherings of large groups of students, large numbers of students tardy or refusing to go to class, pattern of general refusal to obey or defiance to teachers, outbreaks of student fighting or unprovoked assaults), the principal should take the following steps:

1. Meet with his administrative staff to determine whether or not a student disturbance is probable or imminent either on or outside the school grounds.
2. If a disturbance is probable or imminent, telephone the superintendent (or in event of his absence, his designated representative) immediately

and inform him that there is an emergency and that you are proceeding with the emergency unrest plan.

3. Assuming approval of your action will be given, in order to prevent harmful delay, immediately place the emergency plan into effect.

The emergency plan is as follows:

The principal or administrative staff should:

1. Arrange to have movie and still pictures taken.
2. Arrange to have tape recordings made, if possible.
3. Arrange to control or have all phone calls monitored.
4. Be ready for false (fire) alarms that may require P.A. announcements.
5. Inform the District Office of the situation and action being taken.

6. Notify Public Safety or local police or sheriff's office and request they stand by off campus to keep outsiders from joining the student group.
7. Request both uniform and plain clothes personnel.
8. Arrange to have portable P.A. system in principal's office.
9. Announce or name the situation--"Inciting a riot," "Disturbing the peace," "Unlawful assembly," "Disrupting normal school activities," or "Refusal of loiterers to leave."
10. Ask students to either join the "hard core" demonstrators or "go to class."
11. Release no information to news media.

Faculty should:

1. Continue to hold classes according to schedule.
2. Those teachers with preparation periods should assist in getting cooperative students to attend their classes.
3. Support the actions of other staff members.
4. Assist cooperative student leaders' actions.
5. Contribute to the efforts of leaders, be they officers, teachers, administration, police, or parents, in their efforts to control the situation.

6. Take roll and record tardies, if necessary, for later verification.
7. Do not release students without direction from the principal.
8. Lock classroom doors and close windows.
9. All staff members and teachers on prep are to report to the principal's office for directions.
10. No bodily contact between staff members and/or students. Let the police handle the individuals who refuse to leave campus.

11. Disregard fire alarms unless so directed by an administrative P.A. announcement.
12. Physical education classes are to return to locker room, dress, and remain there.
13. Team-up when possible in case later verification of events is necessary.

Custodial staff:

1. Lock all restrooms.

2. Secure work area, lock laundry, kitchen, desks, cabinets. Secure trash cans if possible to prevent fires and potential vandalism.
3. Stand by for further assignment.

Clerical staff:

1. Stay at work stations to monitor telephone calls and relay instructions.
2. Lock the safe and all files.

Parent "Corps":

1. Wear normal dress.
2. Act only as "observer."
3. Remain apart from dissident students.
4. Move around and be seen by students.
5. No bodily contact with students.
6. If students wish to confer with you, please listen.

Prior Arrangements:

1. Have a prearranged plan as to assignments for pictures being taken, tape recorders available, phones being monitored.
2. Know how you are going to use personnel: faculty, students, parents, and custodians.
3. Establish prior contact with local public safety or sheriff's department as to whom to contact in the event of an emergency.
4. Be prepared to communicate with the demonstrating students. Use a bull horn if public address system is out.
   a. Read prepared statement (1) below.
   b. Provide opportunity for them to comply.
   c. Urge dispersal and return to class.
   d. If verbal statements not possible, prepared statements (1) should be handed out.
   e. If deemed necessary, warn students they could be subjected to disciplining measures or suspensions.

Prepared Statement

Your present actions indicate the existence of a problem. The solution of this problem cannot be reached without a careful examination of the facts. You are requested to return to class. Failure to return to class will be in defiance of one or more of the following laws: E.C. 13557, E.C. 10609, E.C. 9021, P.C. 415, P.C. 407, P.C. 409, P.C. 416, and may result in suspension from school.

The administration and faculty share your concerns. Therefore, we solicit your cooperation in complying with our request. An open meeting to discuss these matters with your indicated spokesmen will be held within 24 hours. We pledge our sincerity in meaningful dialogue.

5. All information to news media will be handled through district office.
6. Have a law enforcement official witness and hear the school official make the announcement for the demonstrators to leave.
7. The law official should also make the same announcement.
8. If necessary make arrests.
9. Hope you never have to use this material.

Procedures Related to Major Student Disorders (California)

Before the Incident Occurs

1. As soon as the principal becomes aware that a disorder might occur, he shall inform the assistant superintendent in charge of his attendance area. If the assistant superintendent is not immediately available and time is of the essence, the principal shall notify the deputy superintendent. In the absence of the deputy superintendent, the principal shall notify the superintendent.
2. If it becomes quite apparent that real trouble is imminent, it would be appropriate to notify the watch commander's office at the police station.

When an Incident Occurs

1. Notify police watch commander.
2. Notify the assistant superintendent.
3. Implement action per procedures outlined below for special types of disturbances.

Nonstudent Involvement

When the disturbance involves nonstudents, treat the case in accordance with instruction from the police representative. Whether it is advisable to consider "loitering" as "unlawful assembly" is best determined by the law enforcement agency. Under no circumstances should an administrator attempt to remove outsiders without the assistance of the police representative.

If the number of nonstudents is sufficiently small for the administrator to manage a formal refusal to leave campus, he may proceed with following steps:

1. Make sure that the person or persons have no "lawful business" at the school, with at least one (1) adult witness.
2. Obtain all possible evidence on the individuals--names, addresses, photographs inside building if possible.
    (a) Reduce to writing the names of all eyewitnesses; the District Attorney will take statements.
    (b) If possible, observe the individuals yourself.
3. Direct them to leave, with at least one (1) adult witness.
4. If they refuse, indicate that their remaining is in violation of Penal Code Section 602.9 and, if possible, hand them a copy of the Code Section or read it aloud.
5. If they still refuse to leave, call the police. Talk to the desk officer and tell him of violations of 602.9 of the Penal Code.
6. Police will take charge of the individuals and remove them from the campus.
7. Throughout this procedure, be sure that you are observing every possible detail and write it down as soon as possible. A full description of an incident will many times result in the District Attorney charging a person with other violations (e.g., disturbing the peace, threats of violence, use of obscene language, assault). It is suggested that one (1) staff member be assigned to record all details.

The administrator is cautioned that each step is extremely important to follow to insure eventual prosecution by the District Attorney's office.

Special Note: If students are in class at the time nonstudents arrive on campus, it is important that all students remain in class until the nonstudents leave or are removed. If students are out of class at the time nonstudents arrive on campus, it is important that students be required to report to their next assigned class and stay there until the emergency is over; unless personal safety of students would be better served by dismissal with orders to vacate school premises.

Student Involvement

At any time when an emergency arises involving participation of any part of the student body, it is important and required that all teachers maintain an accurate record of students absent from class. During such emergencies, it is necessary for each teacher to maintain a written record of all events when so requested by the principal. Records shall include time, names, locations, and any other pertinent information. A record may look like this:

1:15 P.M.--State of emergency called.
1:16 P.M.--Roll call shows following students absent from class: (list)
1:17 P.M.--Students ordered to remain in room until dismissed by teacher.
1:20 P.M.--Classroom disturbed by four (4) nonstudents. (describe)
1:20 P.M.--John Jones and Mary Smith left class contrary to orders of teacher.
1:30 P.M.--Observed _#_ students physically molesting a student in the patio. Witnesses: Jay Malone and Marian Pitt.
1:31 P.M.--Locked classroom door unless or until personal safety of students dictate dismissal with orders to vacate school premises.
2:00 P.M.--Dismissed class on signal from principal.
Signed, dated, and submitted to principal before leaving campus.

Penal Code Section 602.9

Any person who comes into any school building or upon any school ground or street, or sidewalk, or public way adjacent thereto, without lawful business thereon and whose presence or acts interferes with the peaceful conduct of such schools and disrupts the school or its pupils or school activities, and who remains there, after being asked to leave by the chief administrative official of that school or any designated agent of the chief administrative official who possesses a standard supervision credential or a standard administration credential, or who carries out the same functions as a person who possesses such a credential in the absence of the chief administrative official, the person is guilty of a misdemeanor. The term "school" as used in this section means any elementary school, junior high school, senior high school, or junior college.

The term "lawful business" as used in this section means a reason for being present upon school property which is not otherwise prohibited by a statute, by ordinance, or by any regulation adopted pursuant to statute or ordinance.

Procedures for handling students who refuse to attend class:

1. Disconnect automatic bell systems.
2. If students are not in class, sound emergency alarm system which will get them into the classroom.
3. Disconnect automatic fire alarm system, but maintain a standby watch to reconnect in case of fire emergency.
4. Terminate use of all telephones immediately except as directed by the principal.
5. Lock all appropriate doors and protect files.
6. Notify authorities.
7. Identify leaders where possible.
8. Direct students to return to class, making certain your instructions are clear and understandable.

Students who respond to instructions shall be treated as tardy to class. Students who fail to respond to instructions shall be required to leave campus under provisions of Penal Code Section 602.9.

The safest place for students is in the assigned classroom under the supervision of their teacher. The last thing to do is dismiss students.

Only when the building is threatened by fire or bombing shall the principal evacuate the plant. However, any student wishing to leave the school should be dismissed if there is genuine danger of his injury if he remains.

Special Note: If a parent calls for a student at the office, a release will be effected, provided such release can be made without danger to school personnel. The protection of the school plant and personal equipment of staff is the proper function of the police department, not the custodial staff.

In the interest of consistency and sound procedures, whenever a superior assumes command of a situation, he should not relinquish the command until the emergency is declared over. The subordinate shall serve in an advisory capacity.

When an incident involves both students and nonstudents, the principal will attempt to return students to class first and then proceed with the procedures of Section 602.9.

Follow-up Procedures

When, in the opinion of the administrator-in-charge, it becomes necessary to remove participating students or teachers from the classroom, the following procedures are to be followed:

Students (High School and Junior High): Immediate suspension pending a hearing. The parents will be notified immediately by telephone, where possible, followed by a written communication at the earliest possible date. The written communication shall set forth the reasons for the suspension and the date and time of the hearing. The hearing will be under the direction of the principal in the presence of the assistant principal, student management; the student's counselor; and the area assistant superintendent. When the facts are ascertained, the Committee will make a finding. Parents shall receive written notice of the findings. Before the parents are notified, the superintendent shall be notified by the area assistant superintendent.

Parents who wish to appeal the findings of the Hearing Committee may notify the Board in writing via the office of the superintendent.

Students (Elementary only): The hearing will be held by the principal in the presence of one of the student's teachers and one or both of the parents. Until such time that the facts prove otherwise, it is felt that a hearing at this level will be more characteristic of a parent conference than of a formal hearing used in the upper grades.

Teachers: Teachers, whether permanent or probationary, will be proceeded against "for cause" pursuant to Education Code Section 13403-13441.

News Media--Release of Information

The office of coordinator of publication and communication is publishing a suggested outline of procedures for news releases. Until such time that a formal plan is published, principals will notify that office in the initial phase. The coordinator of publication and communication, or his representative, will direct all releases from a designated space at the school. Principals should plan to make themselves available for a press conference as soon as such a conference can be held without encumbering the procedures outlined above, unless they are material witnesses. If so, "no comment."

Emergency Plans

Each principal will prepare three (3) copies of the attached Emergency Plan forms at the earliest possible date. One (1) copy remains in the office; two (2) copies are to be sent to the area assistant superintendent's office for further distribution.

Closing of School

Responsibility lies with the superintendent and the board of education.

Emergency Plan for Campus Disturbances

Each principal shall complete three copies: (1) area assistant superintendent, (2) police department, (3) office file.

Name of School: ______________________________
Address: ______________________________

School Telephone: ______________________________
Emergency Telephone: ______________________________

Location of Command Post: ______________________________
Asst. Supt. in Charge: ______________________________

Emergency Telephone: ______________________________

Emergency Plan for Campus Disturbances (cont.)

Describe briefly the method to be used to declare a state of emergency. (Be sure to include all auditory or visual signals, if any.)

Describe briefly the "All Clear" signal and how it will be communicated to all personnel:

Describe below the emergency methods and procedures used to bus students.

Emergency Plan for Campus Disturbances (Form 2)

Indicate below who will perform the following duties:

Name	
	Disconnect bell system
	Disconnect fire alarm system
	Sound all auditory alarms
	Telephone switchboard
	Emergency telephone station
	Public address system
	Notify proper superior
	Lock permanent record files
	Notify police
	Notify fire department
	Notify coordinator of publication and communication office
	Lock exterior doors

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